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ABSTRACT

The monograph describes the development of the Adolescent Parenting Inventory (API), an instrument designed to prevent child abuse by identifying adolescents in need of acquiring appropriate child rearing and parenting skills. Field testing of the API with approximately 3,000 adolescents is explained to have revealed substantial content validity, construct validity, internal consistency and stability over time. The sample 32-item API is appended. (CL)

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THE DEVELOPMENT OF THE ADOLESCENT PARENTING INVENTORY (API): IDENTIFICATION OF HIGH RISK ADOLESCENTS PRIOR TO PARENTHOOD

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Introduction

Development of the Adolescent Parenting Inventory (API) began in the fall of 1975. Interest in developing the API stemmed from the growing clinical evidence which suggests that inadequate and destructive parenting behaviors constitute one of the major causes of child abuse and neglect. Steel (1970) claims that distorted patterns of child rearing are learned by the parent in the developmental stages of his/her childhood. These learned patterns of behavior are often perpetuated in adult life. The parent who was abused as a child may replicate both the attitudes and behaviors towards parenting and child rearing that s/he experienced in the process of his/her growing up. The cycle, when repeated, transmits these learned abusive parenting attitudes and child rearing practices to yet another generation of children (Steel, 1970).

To date, there is no available data-based research which supports the theory of child abuse perpetuation from parent to child. However, there is substantial evidence in the literature which indicates that certain attitudes and beliefs of the parent are transmitted to the child and remain with the child through adolescence and into adulthood (Fry, 1975; Munns, 1972; Sears, 1953; Weisbroth, 1970).

The findings from the research supporting the transmission of certain values, morals, and beliefs from parent to child, and the clinical evidence available suggesting that abusive parenting practices are learned by the child and replicated upon becoming a parent, have important implications when related to the treatment, intervention and prevention of child abuse. Treatment and intervention strategies such as Foster Care Treatment Programs, Lay Health Visitor Programs, and Crisis Intervention, are designed to protect the child

from further abuse by the parent while simultaneously providing support and treatment to the parent. The terminal goal of the treatment is to alter the parent's abusive attitudes and behaviors by providing instruction in appropriate parenting and child-rearing.

Despite the value of these treatment strategies, they remain "reactive" approaches, i.e., after the fact. Abuse to the child has already occurred. In order to reduce the initial occurrence of child abuse, reasearch must concentrate on developing "proactive" approaches, i.e., before the fact. One such proactive approach would be identifying adolescents prior to parenthood who express attitudes towards parenting and child rearing which indicate a high potential for maltreating children.

The identification of adolescents with aberrant attitudes towards parenting and child rearing could have immediate benefits in the intervention and primary prevention of abuse to children. Although the number of total births in the United States has been declining since 1960, the proportion of teenagers who are mothers has increased from 12% in 1950 to nearly 20% in 1973. It was reported that in 1974, nearly 600,000 babies were born to teenage mothers in the United States, most of whom were unwed, accounting for nearly one out of every five live births in 1974 (Markham and Jacobsen, 1976). An analysis of this figure by the National Center for Health Statistics (1976) indicates approximately 12,529 babies were born to girls under age 15 and 595,449 babies to young women aged 15-19 in 1974. Further analysis by the National Center indicates that 1% of the 15-year olds, 3% of the 16-year olds, 6% of the 17-year olds, and 11% of the 18-year olds had given birth to at least one child.

Markham and Jacobsen (1976) predicted that one out of 10 teenage girls in the United States will become a mother while of school age, and of this group, most of the girls will keep their babies, with about 40% remaining single while still attending school. According to Markham and Jacobsen, most teenage girls are not prepared to cope with the day-to-day needs of a baby. Social and economic problems soon supersede the teenage mother's initial excitement about having a baby. When the constant demands of caring for the baby become difficult, abuse of the baby may result (Markham & Jacobsen, 1976).

The birth statistics of adolescents and the predictions of Markham and Jacobsen acquire greater importance in the light of the findings of Smith, Hanson, and Nobel (1975). In their study of 134 battered children, they found the average age of abusive mothers was 19 years at the birth of their first child. They also found that the majority of the abusive mothers had little knowledge of appropriate child rearing practices. Yet, despite their data and the evidence available from clinical observations, little has been accomplished in preparing adolescents for their future role as parents. Traditionally, the schools have failed to provide the type of program needed to equip the adolescent with the proper skills and attitudes for becoming a parent and rearing a child in a healthy, non-abusive environment.

Statement of Need

Research and discussion cited above leads to the conclusion that parenting and child rearing practices are learned at least partially through the child's interaction with his parents. It has also been suggested that professionals have been reactive, rather than proactive, to child abuse; that is, current programs are designed to "treat", rather than "prevent" child abuse. Therefore,

There is need to develop strategies which will lead to primary prevention of child abuse. One such strategy would be the development and validation of an inventory which would assess the child rearing and parenting attitudes of adolescents and identify those adolescents who are "high risk"; that is, adolescents in need of acquiring appropriate child rearing and parenting skills.

Purpose

It was the purpose of the present study to develop and validate an inventory that would identify adolescents in need of acquiring appropriate child rearing and parenting skills.

The need to develop such an inventory was based on the following rationale:

1) The identification of "high risk" adolescents, that is, those adolescents with attitudes towards parenting and child rearing similar to those of known child abusers, will provide an opportunity for the schools to alter the adolescents' attitudes and skills related to parenting and thus diminish the potential for repeating, as parents, the behaviors that s/he may have acquired from earlier childhood experiences.

2) Instruction and/or treatment programs designed to change those attitudes and behaviors must be developed from a sound conceptual framework. The products which evolve from the test development strategies will establish such a framework; that is, the initial step in developing the inventory is to define the construct(s) which would be measured through its administration. These constructs are related directly to the target behaviors which are to be changed through instruction or treatment. Thus, the objectives of instruction and the constructs which serve as the foundation of the test development are interdependent.

3) The identification of adolescents in need of learning appropriate parenting skills may act as a preventive measure and reduce the incidence of abuse and neglect of children. Subsequent to the development of the inventory, longitudinal

research should focus on establishing relationships between an adolescent's performance on the inventory and his/her future child rearing practices.

4) The development of a valid and reliable parenting inventory will allow for accurate pre post-test measurement of the effects of instruction and/or treatment upon individual adolescents. As such, schools could evaluate consistently the effectiveness of their instruction and/or treatment relative to appropriate parenting and child rearing skills.

In summary, the development and utilization of the proposed inventory will allow professionals to become proactive, rather than reactive, to child abuse and neglect. Responses to the test stimuli will allow the professional to identify those adolescents whose attitudes towards parenting indicate a high potential for child abuse. Subsequent to such identification, instructional and/or treatment programs related to parenting could then be designed and implemented for junior and senior high school students, in both public and private schools.

Procedures

The Identification of the Parenting Behaviors of Abusive Parents

The basis from which the parenting inventory was developed required the identification of the parenting and child rearing practices of abusive parents. Statements representing a synthesis of the known parenting and child rearing practices of abusive parents served as the foundation from which the item pool of the inventory was constructed. Nearly 300 professional publications were reviewed and nine programs/agencies were contacted or visited, all of which were related to child abuse, family violence, parenting education, and treatment for abusive parents. Information gathered from the literature and the agencies/programs ultimately resulted in the identification of four parenting and child rearing constructs

most commonly associated with abusive parents. A listing and description of the constructs is set forth in Table 1.

INSERT TABLE 1

Extensive content validation activities carried out with experts in the fields of child abuse and family life supported the accuracy and completeness of the parenting constructs. A more detailed description of the content validation results is discussed under 1.0 Content Validation in this report.

Construction of Item Pool

The generation of the initial item domain occurred from three sources: (1) items were developed from a review of the current literature on parenting and child rearing; (2) items were adapted from existing parenting instruments; and, (3) items were generated from professionals who served in an advisory capacity for the study.

Development of the API

The method of attitudinal measurement selected for the API was the method of summated ratings developed by Likert (1932). A review of the methodology of attitudinal measurement indicated that the methods of equal appearing intervals (Thurstone & Chave, 1929) and summated ratings (Likert, 1932) are the two most frequently used methods. Evidence available from studies comparing these two methods of attitude scale construction found: (1) scales constructed by the Likert method yield higher reliability coefficients with fewer items than scales constructed by the Thurstone method; and (2) the Likert method is less time-consuming and less laborious to administer and score than the Thurstone method (Edwards & Kenney, 1946; Fishbein, 1975; Likert, 1932). The evidence available supports the use of the Likert method.

Table 1

Abusive Parenting Constructs

Construct A. Inappropriate parental expectations of the child.

Beginning very early in the infant's life, abusing parents inaccurately perceive the skills and abilities of their child. The infant is expected to perform in a manner incongruent to what may reasonably be expected for his/her developmental stage. The basis for this problem stems from the abusing parents' lack of a knowledge base relative to the capabilities and needs of a child at each developmental stage. Treated as if the child were older than s/he really is, the child is often left to care for him/herself. Often, inappropriate expectations surround such activities as eating, bathing, toileting, etc.

Construct B. Inability of the parent to be empathically aware of the child's needs.

Empathic awareness of a child's needs entails the ability of a parent to understand the condition or state of mind of the child without actually experiencing the feelings of the child. Abusing parents often demonstrate an inability of being empathically aware of their infant's or child's basic needs. Based on a fear of "spoiling" their child, abusing parents often ignore their child which results in the child's basic needs being left unattended. The child is seldom loved or nurtured. A high premium is placed on the child being good, acting right, and learning to be obedient. However, what constitutes "good" behavior is seldom clarified.

Construct C. Strong parental belief in the value of punishment.

Physical attacks by the abusing parent are not often a haphazard, uncontrolled, impulsive discharge of aggression by the parent onto the infant. On the contrary, studies appear to indicate that abusing parents utilize physical punishment as a unit of behavior designed to punish and correct specific bad conduct or inadequacy on the part of the child. Abusing parents not only consider physical punishment a proper disciplinary measure but strongly defend their right to use physical force.

Construct D. Role reversal.

Abusing parents often look to the child for satisfaction of their own emotional needs. Usually described as a "role reversal," the child is expected to be the source of comfort and care; to be sensitive to and responsible for much of the happiness of his/her parents. The child is further expected to make life more pleasurable for the parents by providing love, assurance, and a feeling that the parent is a needed, worthwhile individual.

Utilizing the items selected from the content validation activities and employing the Likert method of scale construction with a five-point selection range (SA=strongly agree; A=agree; U=undecided; D=disagree; SD=strongly disagree), the API was developed. An information sheet was attached to the inventory (see Appendix A) for purposes of gathering demographic data including religion, family income level, number of siblings, age, grade level, previous and/or current parenting experiences, and ethnic background. These variables were included to support future analyses of the data to identify possible interactions which might exist.

Field Testing and Population Characteristics

Field testing of the API occurred with adolescents enrolled in high schools located in the states of Utah and Idaho. The data generated from the field testing were utilized in the revision of the inventorys' items, format, and administration procedures.

Approximately 3,000 adolescents in grades 10, 11, and 12 participated in the field testing of the API. The majority of the adolescents participating in the study were primarily Caucasian from urban and rural communities heavily influenced by the doctrines of the Church of Jesus Christ of Latter-Day Saints (LDS).

Results

Strategies were carried out which were designed to establish the validity and reliability of the API. Each of the statistical procedures employed in the data analyses were utilized several times in identifying the "best" items on the inventory. The results of the statistical analyses supported the inclusion of 32 items which constitute the final form of the API.

1.0 Content Validation

The construct definitions and the item pool were disseminated to experts from disciplines related to child rearing and parenting practices, child abuse, family

life, and test construction. The experts were presented with the construct definitions and a random listing of the total item domain. Their task was to read each of the items and to indicate which construct or constructs the items were measuring: i.e., would a specific item measure Constructs A, B, C, and/or D. In addition, the experts were asked to focus on four issues: (a) completeness and validity of the construct definitions; (b) completeness of the item pool; (c) item construction (e.g., working, form, etc.); and, (d) the establishment of guidelines for score interpretation.

Criteria for selecting an item for inclusion on the inventory was pre-established at the minimum level of 80% agreement among the experts. That is, at least 80% of the experts would have to perceive the item as accurate measurement of the construct the authors intended the item to measure to be included on the inventory.

The results of the content validation activities indicated 100% agreement among the experts relative to the accuracy of the identification and description of the four parenting constructs of abusive parents. The results further indicated that 49 of the 60 items listed had met the pre-established criteria of 80% agreement among the experts for inclusion on the inventory. These items formed the basis from which prototypes of the inventory were developed and field tested.

2.0 Construct Validation

The construct validity of the API was established through the analysis of the data generated from interitem correlations, item-construct correlations, and factor analyses.

2.1 Item-Construct Correlations

The item-construct correlations were a continual part of the item analyses methods conducted throughout the field testing. Decisions made relative to revising items were based primarily on the item-total

construct score correlations.

The item-construct correlations of the 32 items constituting the API are set forth in Table 2.

INSERT TABLE 2

A review of the data in Table 2 indicates that item-construct correlations range from .53 (item 43, Construct C) to .75 (item 50, Construct D). According to Nunnally (1967), item-construct correlations of .50 and higher are desirable in including an item in the inventory.

2.2 Interitem Correlations

Interitem correlations matrixes were developed to ascertain whether the items in each construct were measuring or "tapping" the same thing or whether they were contributing differently to the construct total score. According to Hamersma, Paige and Jordan (1973), the validity of a test can be enhanced by including items with low interim correlations and high item-to-total construct score correlations. Nunnally (1967) suggests that interitem correlations of .20 are considered "good" with the typical finding being two-thirds of the correlations at .10 through .30.

The interitem correlation matrix of the 32 items constituting the API is set forth in Appendix A. Items with correlations of .20 and higher are underlined for easier identification. A review of the matrix indicates that the interitem correlations within each construct range from .17 to .55 with the majority of the correlations at .25. The data obtained from the interitem correlation matrix and the item-construct correlations support the construct validity of the inventory.

Table 2

Item-Construct Correlations

N=1315

Variable	Mean	STD DEV	Correlation of Item by Designated Construct Total Score A	B	C	D
Con. A	22.58	3.71				
V 12	3.69	0.97	.60			
V 19	3.90	1.03	.63			
V 28	3.82	0.89	.66			
V 29	3.83	0.93	.61			
V 32	3.50	1.00	.64			
V 40	3.85	1.03	.66			
Con. B	28.30	5.50				
V 9	3.60	1.18		.65		
V 30	3.33	1.04		.61		
V 33	3.25	1.18		.69		
V 35	3.11	1.12		.58		
V 37	3.93	0.96		.61		
V 39	3.40	1.13		.56		
V 42	3.67	1.16		.69		
V 49	4.04	1.02		.59		
Con. C	33.95	6.44				
V 4	2.78	1.19			.54	
V 15	3.86	1.07			.68	
V 16	3.57	1.05			.54	
V 22	3.70	1.04			.60	
V 23	3.78	1.00			.64	
V 27	3.26	1.10			.67	
V 31	3.24	1.08			.56	
V 34	3.43	0.96			.53	
V 38	3.25	1.07			.71	
V 43	3.08	1.15			.53	
Con. D	24.78	5.52				
V 3	3.01	1.04				.71
V 5	2.81	1.09				.60
V 8	3.13	0.98				.68
V 14	3.33	0.99				.63
V 20	2.96	1.03				.65
V 24	3.24	1.15				.64
V 47	2.92	1.02				.66
V 50	3.40	1.03				.75

2.3 Factor Analyses

Oppenheim (1966) suggests that item analysis provides some safeguard against the inclusion of unrelated items in a scale, but an additional way of ensuring unidimensionality would be through the use of factor analyses. To this end, factor analyses were conducted utilizing the intercorrelations of the items. The mathematical model of factor analysis employed was "image analysis" (Kaiser, 1970). The method of image analysis utilized in the study is identified by Kaiser (1970) as "Little Jiffy." According to Kaiser,

> "Little Jiffy" is a factor analytic method which commonly refers to "principal components with associated eigen values greater than one followed by normal varimax rotation." (p.402)

The data set forth in Tables 3, 4, and 5 are the results of the factor analysis of the 32 items of the API. The Harris and Image eigen values and the eigen values obtained from the unaltered correlation matrix are set forth in Table 3. Listed in Table 4 are the sorted rotated factor loadings, means ($\bar{x}$), standard deviations (STD.DEV.), communalities (h^2), and measure of sampling adequacy (MSA) for the 32 items. The factor correlations for the rotated factors are displayed in Table 5.

INSERT TABLE 3

The data set forth in Table 3 are the unaltered, Harris and Image eigen values generated from the factor analysis conducted on the 32 items. Utilizing the Skree Test Plotting Process (Catell, 1973) in plotting the Image eigen values, the reader will note that the eigen values begin to fall of approximately after the fourth factor. A review of the Image eigen values displayed in column three indicates a

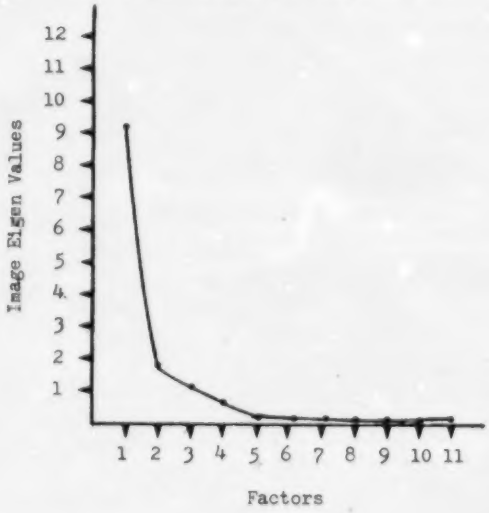
Table 3

Eigen Values (32 Items)

Unaltered Correlation Matrix	Harris	Image	Cummulative Proportion of Variance (%)
	11.015	9.105	62
8.012	3.587	1.866	13
2.481	2.891	1.237	8
2.351	2.146	0.612	4
1.567	1.621	.238	2
1.259	1.418	.123	1
1.160	1.299	.069	
1.027	1.247	.049	
1.018	1.210	.036	
.938	1.157	.021	
.910	1.148	.019	
.887	1.142	.018	
.857	1.066	.004	
.838	1.055	.003	
.805	1.041	.002	
.741	.985	.000	
.723	.957	.002	
.703	.933	.005	
.670	.875	.018	
.659	.858	.024	
.636	.849	.027	
.616	.826	.037	
.601	.823	.038	
.571	.816	.041	
.538	.789	.056	
.524	.767	.071	
.501	.752	.082	
.494	.718	.110	
.472	.696	.133	
.451	.677	.154	
.432	.650	.189	
.403	.615	.241	

Figure 2

Skree Test Plotting of Image Eigen Values



substantial difference between the fourth and fifth factors. According to Gorsuch (1974), when the values drop in size, including additional factors would add relatively little to the information already extracted. In addition, the data displayed in Table 3 indicate that 87% of the total common variance is accounted for by the first four factors. Based on this finding, the first four factors were rotated for interpretation.

INSERT TABLE 4

The data set forth in Table 4 displays the 32 items by their sorted rotated factor loadings. The loadings represent the correlations of the variables with the rotated factors. The higher the loading, the greater the relationship between the variable and the factor. A pre-set arbitrary cut-off point of .20 and greater was utilized for selecting the "best" items. A review of Table 4 indicates the factor loadings range from .72 (item 38, Construct C) to .29 (item 29, Construct A). The factor loadings of the 32 items chosen to comprise the API generally had the largest loadings in their intended construct.

The eigen values listed at the bottom of the four factor columns in Table 4 indicate the total amount of variance that can be accounted for by each factor. A review of the eigen values indicates that Construct C (Factor I) had the greatest amount of variance explained by the factor (2.83). Construct A (Factor IV) had the least amount of explained variance (1.30).

Column eight in Table 4 lists the communalities (h^2) obtained from the four factors after one iteration. The communality of an item is the proportion of the item's variance which can be accounted for by the four factors. The values of h^2 range from .48 (item 50, Construct D) to .15 (item 12, Construct A).

The measure of sampling adequacy (MSA) for each of the items and the total score appear in column nine of Table 4. The MSA for a variable is a good comparison of the magnitude of the correlations of that variable with other variables.

Table 4

Sorted Rotated Factor Loadings (32 Items)

Construct/Item	$\bar{X}$	STD. DEV.	Construct C Factor I	Construct B Factor II	Construct D Factor III	Construct A Factor IV	Communalities h^2	Measure of Sampling Adequacy
C 38	3.24	1.07	.72	.15	.12	-.77	.46	.93
C 27	3.25	1.09	.71	.15	.50	-.11	.45	.93
C 4	2.80	1.18	.66	-.30	-.10	.24	.28	.91
C 15	3.88	1.06	.60	-.34	-.61	.10	.38	.92
C 23	3.80	.99	.50	.99	-.44	.48	.33	.91
C 22	3.71	1.03	.47	.51	-.75	.99	.28	.94
C 43	3.09	1.15	.40	.66	.13	-.81	.22	.95
C 16	3.59	1.04	.36	.38	.16	.67	.19	.94
C 31	3.23	1.08	.35	-.15	.53	.16	.24	.95
C 34	3.45	.94	.32	.10	-.45	.46	.17	.94
B 42	3.69	1.16	-.18	.70	-.14	-.40	.46	.94
B 33	3.26	1.17	.84	.67	.40	-.11	.43	.95
B 9	3.62	1.16	.29	.65	-.30	-.80	.36	.94
B 30	3.33	1.03	-.66	.56	-.49	-.78	.25	.92
B 35	3.12	1.12	-.52	.47	.95	-.69	.23	.94
B 37	3.95	.94	-.56	.46	-.20	.12	.25	.92
B 49	4.07	1.00	.53	.40	-.67	.16	.28	.95
B 39	3.41	1.13	.56	.37	.19	.63	.21	.95
D 3	3.02	1.02	-.96	.52	.64	-.69	.38	.91
D 50	3.40	1.03	-.79	.23	.63	.82	.48	.93
D 8	3.13	.97	.29	-.60	.60	-.37	.32	.91
D 47	2.90	.99	.35	-.25	.58	-.45	.32	.92
D 20	2.96	1.02	.46	-.71	.54	.20	.29	.93
D 5	2.81	1.08	.23	.26	.52	-.79	.25	.94
D 24	3.23	1.14	.39	-.16	.52	.26	.30	.95
D 14	3.35	.97	.17	.69	.45	.87	.25	.94
A 19	3.90	1.01	-.34	-.91	.41	.52	.19	.88
A 40	3.87	1.01	-.70	.99	-.17	.50	.26	.91
A 28	3.83	.87	.21	-.87	-.36	.49	.17	.87
A 32	3.53	.98	.35	-.51	.91	.41	.22	.93
A 12	3.70	.96	-.35	.20	.81	.35	.15	.92
A 29	3.84	.91	-.50	.24	.46	.29	.23	.94
			Eigen Value 2.825	Eigen Value 2.640	Eigen Value 2.609	Eigen Value 1.302		Total MSA 0.93

Kaiser (1970) suggests that the MSA of a variable should be at least .8 for a good factor analysis. MSA above .9 is considered excellent. A review of the MSA for individual items indicates a range from .95 to .87 with a total MSA value of .93.

The factor correlations for the rotated factors are set forth in Table 5.

INSERT TABLE 5

A review of Table 5 indicates that inter-correlations for the rotated factors generated from the factor analysis are the highest between Constructs A and B, and A and C. The correlation between Constructs B and D was the lowest.

3.0 Reliability

Estimates of the inventory's internal consistency and stability over time were generated utilizing coefficient alpha and test-retest reliability approaches.

3.1 Internal Reliability

Coefficient alpha (Nunnally, 1967), a basic formula used for determining the reliability of an instrument based on the internal consistency of the items, was employed. According to Nunnally, coefficient alpha sets an upper limit of reliability based on the average correlation among the items. If the reliability proves to be very low, either the test was too short, or the items had little in common. The higher the items correlate with one another, the higher the reliability.

The results of the internal reliability estimates calculated utilizing coefficient alpha are set forth in Table 6.

INSERT TABLE 6

A review of the alpha reliability coefficients presented in Table 6 indicates adequate internal reliability within the constructs. The data suggest

Table 5

Factor Correlations (32 Items)

		Construct C Factor I	Construct B Factor II	Construct D Factor III	Construct A Factor IV
Construct C	Factor I	1.00			
Construct B	Factor II	.64	1.00		
Construct D	Factor III	.54	.55	1.00	
Construct A	Factor IV	.70	.70	.60	1.00

Table 6

Internal Reliability

(Factors) Constructs	Items	Number of Items	Internal Reliability Coefficient
(I) D	50, 3, 8, 47 20, 24, 5, 14	8	.82
(II) C	38, 27, 4, 15, 23 22, 31, 16, 34, 43	10	.81
(III) B	33, 39, 9, 42 35, 37, 30, 49	8	.75
(IV) A	28, 19, 40 12, 32, 29	6	.70

that items measuring Construct D have the highest reliability (.82) among the four constructs. The data further suggest that items within Construct A have the lowest internal reliability (.70).

3.2 Test-retest Reliability

Test-retest is a form of reliability used to establish the stability of a test over a period of time. A test-retest reliability coefficient was calculated using the scores of the 35 adolescents who participated in the retest one week after the initial administration of Prototype III. The results of the test-retest method of measuring the reliability of the respondent's scores over a period of one week are set forth in Table 7. Column one identifies the constructs. Listed in column two are the 32 items of the final form of the inventory. The test-retest Pearson Product Moment correlation coefficients of the item scores, construct scores, and total for the inventory are presented in columns three and four.

INSERT TABLE 7

A review of the data in Table 7 indicates the test-retest reliability of the items range from -.10 (item 28, Construct A) to .91 (item 38, Construct C). Overall, adolescent responses to the items in Construct B have the highest test-retest reliability (.89). The responses to the items in Construct A showed the lowest reliability (.39) among the four constructs. The total test-retest reliability of all items is .76.

4.0 Criteria for Score Interpretation

Data generated from the administration of the inventory to adolescents were converted into factor scores as a unit of standardization for interpreting respondents' scores in the constructs. Factor scores express the degree to which each respondent possesses the quality or property that the factor

Table 7

Test-Retest Reliability

N=17

Construct	Item	Test-Retest Correlation of Item by Item	Total Test-Retest Correlation of Item by Construct
A			.39
	12	.33	
	19	.43	
	28	-.10	
	29	.57	
	32	.30	
	40	.34	
B			.89
	9	.73	
	30	.39	
	33	.45	
	35	.40	
	37	.19	
	39	.84	
	42	.50	
	49	.82	
C			.69
	4	.47	
	15	.38	
	16	.45	
	22	.68	
	23	.37	
	27	.60	
	31	.62	
	34	.66	
	38	.91	
	43	.64	
D			.85
	3	.74	
	5	.72	
	8	.77	
	14	.57	
	20	.59	
	24	.62	
	47	.88	
	50	.41	
Total Test-Retest Correlation			.76

describes (Frane & Hill, 1977). According to Frane and Hill, under certain circumstances, factor scores have less error and are, therefore, more reliable measures. Factor scores have a mean of zero and standard deviation of one.

The range of factor scores for each of the constructs generated from the administration of the inventory to non-identified abused adolescents is set forth in Table 8. The term non-identified abused adolescents is meant to indicate a population whose status in relation to abuse is unknown. Column one in Table 8 identifies the factor and construct. Columns two and three identify the minimum and maximum factor scores on each construct. Columns five and six list the variance and standard deviations of the factor scores. The six columns listed under "% Of Responses" indicate the percentage and number (listed in parentheses) of adolescents whose factor scores for each construct were -3 or +3 standard deviations from the mean.

INSERT TABLE 8

A review of the data in Table 8 indicates approximately 13% of the adolescents had factor scores $\pm$ 1 or more standard deviations below the mean of each construct. The further the factor scores deviate from the mean, the more unlike the adolescents' attitude is toward parenting and child rearing in comparison to his/her peer group. It should be noted that the inventory was developed from the known parenting behaviors of abusive parents. Therefore, factor scores which fall -1 or more standard deviations below the mean suggest greater acceptance of abusive parenting behaviors. Factor scores -2 and -3 standard deviations below the mean identify adolescents who express attitudes towards parenting and child rearing highly unlike the attitudes of the majority of their peers and more similar to the practices of abusive parents. Conversely, factor scores +1 and +2 standard deviations above the mean identify adolescents who express parenting

Table 8

Factor Score Distribution by Construct

Factor/ Construct	Min. Score	Max. Score	Range	Variance	STD.DEV.	% of Responses -3	-2	-1	0	+1	+2	+3
I/C	-3.319	2.461	5.780	0.7812377	0.8838766	.17 (2)	2 (18)	11 (127)	69 (879)	11 (128)	7 (9)	0
II/B	-2.600	2.985	5.585	0.7818298	0.8842114	0	.9 (11)	12 (146)	74 (847)	12 (144)	1 (15)	0
III/D	-3.286	2.360	5.646	0.7634039	0.8737299	.08 (1)	1 (16)	11 (127)	75 (875)	12 (134)	.6 (10)	0
IV/A	-3.330	2.263	5.593	0.7324291	0.8558208	.26 (3)	1 (16)	10 (121)	77 (893)	11 (124)	.5 (6)	0

attitudes highly unlike to the known parenting practices of abusive parents.

5.0 Discriminatory Capabilities of the API

Preliminary investigation of respondents total raw construct scores gave indication of the discriminatory ability of the inventory. That is, within the population of adolescents responding to the inventory, total construct scores were deviating from the group mean score by 3 standard deviations. It was the intent of the authors to determine whether adolescents who have been identified as abused would differ in their responses from adolescents who had not been identified as abused. To test the expectation that the inventory could discriminate between both abused and non-identified abused adolescents, the inventory was administered to 91 adolescents with known histories of abuse who were currently housed in an institution in Idaho. A control sample of adolescent scores was randomly chosen from the data generated from the non-identified abused adolescent population identified from previous administrations of the inventory. If the cyclic concept of child abuse perpetuation is accepted (the abused child will grow up to be the abusive parent), then additional construct validity could be obtained if the scores on the inventory for the identified abused and non-identified abused populations of adolescents were significantly different.

Multivariate analysis of variance (MANOVA) and discriminant function analyses were utilized to determine if the scores of the two adolescent populations were significantly different. The MANOVA would indicate if the abused and non-identified abused population mean scores were significantly different. The general principle of the discriminant function is that the scores of the two groups will be weighted in such a way as to maximize the differences between the means relative to the variance within the two groups (Guilford, 1956). The result would be an F ratio which would indicate the maximum differences.

5.1 Multivariate Analysis of Variance

The first procedure employed was a multivariate analysis of variance (MANOVA) using BMDP2V Program (UCLA, 1977). The means ($\bar{x}$) and standard deviations (STD.DEV.) for the two groups, abused and non-identified abused, are set forth by factor in Table 9. The results of the MANOVA are displayed in Table 10.

INSERT TABLES 9 and 10

The results of the MANOVA displayed in Table 10 indicate a significant overall mean difference ($p < .001$) across the four factors between abused and non-identified abused adolescents. Review of Table 9 indicates that this difference was in favor of the non-abused. That is, their mean factor scores were higher than those for the abused.

The data in Table 10 further indicate that there was a significant difference ($p < .001$) between the males and females in the groups. Review of Table 9 indicates that females in both abused and non-identified abused scored higher than their male counterparts. Finally, there were no interaction effects as noted in Table 10.

5.2 Discriminant Analysis

In addition to the MANOVA results, the authors were interested in the degree to which individual factor scores could be used to discriminate between abused and non-identified abused adolescents. To this end, BMDP7M (UCLA, 1977) Stepwise Discriminant Analysis was employed by the authors.

The means ($\bar{X}$) and standard deviations (STD.DEV) for the two groups are set forth in Table 11. The results of the stepwise discriminant analysis are found in Table 12.

Table 9

Mean Factor Scores by Constructs: Abused and Non-Identified Abused

Group Sex	Non-Abused Male $\bar{x}$	Non-Abused Male STD.DEV.	Non-Abused Female $\bar{x}$	Non-Abused Female STD.DEV.	Abused Male $\bar{x}$	Abused Male STD.DEV.	Abused Female $\bar{x}$	Abused Female STD.DEV.
Factor I Construct A	-.18	.92	.25	.85	-.59	.83	-.16	.91
Factor II Construct B	-.28	.89	.32	.86	-.81	.80	-.60	.92
Factor III Construct C	-.29	.87	.30	.83	-.66	.82	-.35	.90
Factor IV Construct D	-.26	.93	.30	.78	-.67	.78	-.38	.77

Table 10

Multivariate Analysis of Variance

	Sum of Squares	Degrees of Freedom	Mean Square	F	Tail Probability
mean	56.88	1	56.88	23.07	0.00
group	65.47	1	65.47	26.55	0.00
sex	40.01	1	40.01	16.23	0.00
group & sex	3.01	1	3.01	1.22	0.270
error	1190.92	483	2.47		

INSERT TABLES 11 and 12

Review of the upper half of Table 12 indicates that F ratios for all factors are significant ($p < .001$) suggesting that any factor could be used effectively to predict membership in either of the two groups.

Because the F ratio was highest for Factor II, this was the initial variable entered into the stepwise analysis. The results of step #1 are found in the lower half of Table 12. The reader will note the utility in using Factor II (Construct B) by assessing the size of the F ratios of the remaining three factors in the step 1 analysis. Because none of these are significant, the authors concluded that no gain in predictive precision would be made by adding the additional factors in further steps. Thus, it was concluded that factor scores based on performance on the inventory items associated with Construct B would be sufficient to discriminate between the target groups, abused and non-identified abused adolescents.

Summary

The purpose of the study was to develop a valid and reliable inventory designed to assess the parenting and child rearing attitudes of adolescents. Responses to the inventory's stimuli would allow for the identification of high risk adolescents, i.e., those adolescents whose attitudes towards parenting and child rearing indicated a high potential for child abuse. To this end, an examination of the results of the study support the following conclusions:

1. The API is a parenting inventory with substantial content validity, construct validity, internal consistency and stability over time (See Appendix B).

Table 11

Abused and Non-Identified Abused Males-Factor Scores

Group	Non-Abused N=210 $\bar{x}$	STD.DEV.	Abused N=80 $\bar{x}$	STD.DEV.	Both Groups N=290 $\bar{x}$	STD.DEV.
Factor I Construct A	-.16	.91	-.59	.83	-.28	.89
Factor II Construct B	-.25	.85	-.81	.80	-.41	.84
Factor III Construct C	-.28	.86	-.66	.82	-.39	.85
Factor IV Construct D	-.24	.90	-.67	.78	-.36	.87

Table 12

Stepwise Discriminant Analysis

Step Number: 0

F to Remove	F to Enter	
DF = 1, 289	DF = 1,288	
		F Ratio*
	Factor I Construct A	13.44
	Factor II Construct B	25.94
	Factor III Construct C	11.45
	Factor IV Construct D	13.83

Step Number: 1

Variable entered: II Factor B

F to Remove		F to Enter	
DF = 1, 288		DF = 1,287	
II Factor B	25.938*		F Ratio
		Factor I Construct A	.42
		Factor III Construct C	.06
		Factor IV Construct D	1.50

*P<.001

2. Raw scores converted into factor scores indicate approximately 12% of the non-identified abused adolescents who responded to the inventory scored -1, -2, and -3 standard deviations below the mean. Factor scores -1 or more standard deviations below the mean suggest that 12% of the adolescents are expressing attitudes toward parenting and child rearing which are potentially more abusive than the attitudes expressed by their peers. The further the factor scores deviate below the mean, the higher the potential for practicing abusive parenting behaviors. It was the authors' conclusion that adolescents who scored -2 and -3 standard deviations below the mean were more in need of appropriate parenting and child rearing training than adolescents whose factor scores were closer to and greater than the group mean.
3. Institutional adolescents with recorded histories of abuse and/or neglect expressed more abusive attitudes towards parenting and child rearing than non-institutionalized, non-identified abused adolescents. Although longitudinal research should be conducted to establish the predictive validity of the inventory, the results of this study lend support to the theory of abusive parenting behaviors perpetuated from parent to child.
4. The results of the discriminant analysis indicated that the F ratios for all factors were significant ($p. < .001$) suggesting any factor could effectively be used to predict membership of males in either the abused and non-identified abused groups. Further analyses indicated that factor scores based on performance on the inventory items associated with Construct B had the greatest capability of discriminating between abused and non-identified abused male adolescents of the four constructs.

The Use of the API in Research

Because of the present "experimental" status of the API, it is recommended that the inventory be applied in research settings only. Utilization of the inventory with various populations of adolescents and/or adults would establish further reliability and validity to the inventory.

Contact

Individuals interested in utilizing the API for research purposes only should contact:

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U.S.A.

NOTE: Utilization of the inventory without the expressed approval of the author is prohibited.

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APPENDIX A

INTERITEM CORRELATIONS

CORRELATION MATRIX

		A(28) 28	A(19) 19	A(40) 40	A(12) 12	A(32) 32	A(29) 29	B(33) 33	B(9) 9	B(42) 42	B(30) 30	B(35) 35	B(37) 37	B(39) 39
A(28)	28	1,000												
A(19)	19	0,298	1,000											
A(40)	40	0,301	0,330	1,000										
A(12)	12	0,289	0,215	0,271	1,000									
A(32)	32	0,399	0,284	0,257	0,194	1,000								
A(29)	29	0,306	0,200	0,325	0,248	0,284	1,000							
B(33)	33	0,142	0,092	0,197	0,106	0,218	0,278	1,000						
B(9)	9	0,096	0,135	0,188	0,145	0,159	0,251	0,406	1,000					
B(42)	42	0,125	0,153	0,262	0,161	0,145	0,295	0,429	0,385	1,000				
B(30)	30	0,087	0,092	0,147	0,135	0,115	0,282	0,455	0,283	0,395	1,000			
B(35)	35	0,135	0,054	0,133	0,122	0,130	0,223	0,327	0,251	0,284	0,294	1,000		
B(37)	37	0,171	0,110	0,284	0,218	0,173	0,348	0,294	0,328	0,373	0,302	0,284	1,000	
B(39)	39	0,184	0,143	0,206	0,091	0,184	0,229	0,276	0,314	0,230	0,232	0,279	0,230	1,000
B(49)	49	0,150	0,217	0,268	0,193	0,187	0,292	0,328	0,265	0,391	0,261	0,217	0,349	0,197
C(3A)	3A	0,175	0,124	0,214	0,154	0,208	0,232	0,240	0,219	0,225	0,157	0,170	0,200	0,243
C(27)	27	0,180	0,125	0,150	0,160	0,100	0,217	0,263	0,207	0,217	0,154	0,140	0,189	0,195
C(4)	4	0,126	0,100	0,097	0,086	0,149	0,034	0,084	0,031	0,027	0,014	0,045	0,027	0,083
C(15)	15	0,204	0,208	0,243	0,168	0,204	0,203	0,244	0,147	0,227	0,147	0,164	0,216	0,134
C(23)	23	0,203	0,182	0,202	0,217	0,195	0,255	0,234	0,239	0,287	0,162	0,136	0,202	0,153
C(22)	22	0,202	0,168	0,177	0,138	0,207	0,231	0,210	0,212	0,198	0,135	0,138	0,232	0,210
C(31)	31	0,220	0,157	0,179	0,135	0,302	0,223	0,199	0,110	0,196	0,175	0,181	0,152	0,175
C(16)	16	0,140	0,169	0,191	0,139	0,148	0,220	0,181	0,212	0,177	0,109	0,151	0,153	0,156
C(3C)	3C	0,164	0,163	0,151	0,116	0,208	0,171	0,202	0,208	0,221	0,209	0,154	0,158	0,141
C(43)	43	0,100	0,056	0,140	0,133	0,145	0,150	0,212	0,148	0,285	0,098	0,203	0,122	0,148
D(50)	50	0,181	0,195	0,242	0,226	0,256	0,271	0,240	0,152	0,229	0,199	0,230	0,244	0,173
D(3)	3	0,132	0,133	0,157	0,201	0,205	0,232	0,161	0,169	0,242	0,178	0,155	0,194	0,137
D(8)	8	0,123	0,098	0,123	0,188	0,201	0,193	0,136	0,118	0,117	0,144	0,142	0,153	0,105
D(47)	47	0,127	0,146	0,147	0,126	0,206	0,154	0,161	0,140	0,166	0,161	0,164	0,115	0,161
D(2D)	2D	0,139	0,207	0,120	0,194	0,148	0,163	0,156	0,132	0,147	0,163	0,148	0,102	0,126
D(2A)	2A	0,117	0,127	0,178	0,114	0,190	0,220	0,149	0,126	0,150	0,149	0,114	0,157	0,120
D(5)	5	0,077	0,077	0,114	0,107	0,157	0,196	0,159	0,133	0,148	0,114	0,103	0,121	0,122
D(1A)	1A	0,115	0,148	0,175	0,189	0,161	0,210	0,201	0,164	0,192	0,128	0,193	0,230	0,149

		C(49) 49	C(38) 38	C(27) 27	C(4) 4	C(19) 19	C(23) 23	C(22) 22	C(31) 31	C(18) 18	C(36) 36	C(43) 43	D(50) 50	D(3) 3
D(49)	49	1.000												
C(38)	38	0.226	1.000											
C(27)	27	0.235	0.454	1.000										
C(4)	4	0.048	0.325	0.301	1.000									
C(19)	19	0.278	0.427	0.387	0.388	1.000								
C(23)	23	0.315	0.450	0.470	0.140	0.335	1.000							
C(22)	22	0.251	0.387	0.360	0.241	0.376	0.452	1.000						
C(31)	31	0.183	0.317	0.255	0.220	0.274	0.318	0.235	1.000					
C(18)	18	0.213	0.265	0.271	0.196	0.370	0.250	0.219	0.220	1.000				
C(36)	36	0.211	0.313	0.274	0.191	0.280	0.270	0.232	0.245	0.227	1.000			
C(43)	43	0.158	0.285	0.235	0.215	0.288	0.235	0.173	0.258	0.263	0.212	1.000		
D(50)	50	0.255	0.223	0.260	0.117	0.226	0.230	0.202	0.238	0.170	0.176	0.214	1.000	
D(3)	3	0.148	0.164	0.179	0.055	0.120	0.141	0.132	0.164	0.114	0.063	0.148	0.401	1.000
D(8)	8	0.114	0.173	0.217	0.092	0.146	0.217	0.172	0.152	0.151	0.128	0.147	0.452	0.498
D(47)	47	0.141	0.207	0.196	0.112	0.118	0.178	0.101	0.195	0.159	0.166	0.284	0.478	0.385
D(20)	20	0.000	0.213	0.225	0.095	0.100	0.144	0.115	0.204	0.151	0.092	0.181	0.451	0.339
D(24)	24	0.107	0.181	0.170	0.095	0.205	0.153	0.133	0.178	0.144	0.129	0.178	0.362	0.336
D(5)	5	0.127	0.179	0.179	0.118	0.140	0.081	0.110	0.122	0.160	0.091	0.103	0.341	0.369
D(10)	10	0.147	0.221	0.188	0.088	0.178	0.188	0.160	0.122	0.176	0.143	0.150	0.439	0.329

		D(8) 8	D(47) 47	D(20) 20	D(24) 24	D(5) 5	D(10) 10
D(8)	8	1.000					
D(47)	47	0.385	1.000				
D(20)	20	0.350	0.393	1.000			
D(24)	24	0.491	0.491	0.313	1.000		
D(5)	5	0.370	0.294	0.256	0.289	1.000	
D(10)	10	0.391	0.318	0.307	0.277	0.277	1.000

APPENDIX B

ADOLESCENT PARENTING INVENTORY

ADULT/ADOLESCENT PARENTING INVENTORY*
(A/API)

Read each of the statements below and rate them as follows:

SA	A	U	D	SD
strongly agree	agree	uncertain	disagree	strongly disagree

Circle the letter on the answer sheet which best describes your opinion. There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that you respond to each statement. Some of the statements may seem alike, but all are necessary to show slight differences of opinion.

		strongly agree	agree	uncertain	disagree	strongly disagree
1.	Young children should be expected to comfort their mother when she is feeling blue.	SA	A	U	D	SD
2.	Parents should teach their children right from wrong by sometimes using physical punishment.	SA	A	U	D	SD
3.	Children should be the main source of comfort and care for their parents.	SA	A	U	D	SD
4.	Young children should be expected to hug their mother when she is sad.	SA	A	U	D	SD
5.	Parents will spoil their children by picking them up and comforting them when they cry.	SA	A	U	D	SD
6.	Children should be expected to verbally express themselves before the age of one year.	SA	A	U	D	SD
7.	A good child will comfort both of his/her parents after the parents have argued.	SA	A	U	D	SD
8.	Children learn good behavior through the use of physical punishment.	SA	A	U	D	SD
9.	Children develop good, strong characters through very strict discipline.	SA	A	U	D	SD
10.	Parents should expect their children who are under three years to begin taking care of themselves.	SA	A	U	D	SD
11.	Young children should be aware of ways to comfort their parents after a hard day's work.	SA	A	U	D	SD
12.	Parents should slap their child when s/he has done something wrong	SA	A	U	D	SD
13.	Children should always be spanked when they misbehave.	SA	A	U	D	SD
14.	Young children should be responsible for much of the happiness of their parents.	SA	A	U	D	SD

SAMPLE

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		strongly agree	agree	uncertain	disagree	strongly disagree
15.	Parents have a responsibility to spank their child when s/he has misbehaved.	SA	A	U	D	SD
16.	Parents should expect children to feed themselves by twelve months.	SA	A	U	D	SD
17.	Parents should expect their children to grow physically at about the same rate.	SA	A	U	D	SD
18.	Young children who feel secure often grow up expecting too much.	SA	A	U	D	SD
19.	Children should always "pay the price" for misbehaving.	SA	A	U	D	SD
20.	Children should be expected at an early age to feed, bathe, and clothe themselves.	SA	A	U	D	SD
21.	Parents who are sensitive to their infant's feelings and moods often spoil their children.	SA	A	U	D	SD
22.	Children deserve more discipline than they get.	SA	A	U	D	SD
23.	Children whose needs are left unattended will often grow up to be more independent.	SA	A	U	D	SD
24.	Parents who encourage communication with their children only end up listening to complaints.	SA	A	U	D	SD
25.	Children are more likely to learn appropriate behavior when they are spanked for misbehaving.	SA	A	U	D	SD
26.	Children will quit crying faster if they are ignored.	SA	A	U	D	SD
27.	Children five months of age ought to be capable of sensing what their parents expect.	SA	A	U	D	SD
28.	Children who are given too much love by their parents will grow up to be stubborn and spoiled.	SA	A	U	D	SD
29.	Children should be forced to respect parental authority.	SA	A	U	D	SD
30.	Young children should try to make their parent's life more pleasurable.	SA	A	U	D	SD
31.	Young children who are hugged and kissed often will grow up to be "sissies."	SA	A	U	D	SD
32.	Young children should be expected to comfort their father when he is upset.	SA	A	U	D	SD

SAMPLE